

# About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2011 Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2011-2012

## State Results

**State:** Maine



# Fall 2011 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2011-2012

### Grade Level Summary Report

State: Maine

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							14,129									100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation							13,789	13,820								98	98	
Current LEP Students							2,191	2,213								16	16	
With an approved accommodation							343	364								2	3	
IEP Students							128	151								37	41	
With an approved accommodation							2,190	2,201								16	16	
Students not tested in NECAP							1,777	1,778								81	81	
State Approved							340	309								2	2	
Alternate Assessment							244	218								72	71	
First Year LEP							218	203								89	93	
Withdrew After October 1							10	0								4	0	
Enrolled After October 1							0	0								0	0	
Special Consideration							0	0								0	0	
Other							16	15								7	7	
							96	91								28	29	

### NECAP RESULTS

	State																		
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N
READING	14,129	244	96	13,789	1,815	13	7,850	57	2,870	21	1,254	9	746						
MATH	14,129	218	91	13,820	2,869	21	5,502	40	2,670	19	2,779	20	743						
WRITING																			

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2011-2012

### Reading Results

State: Maine

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 760–780)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 740–759)

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

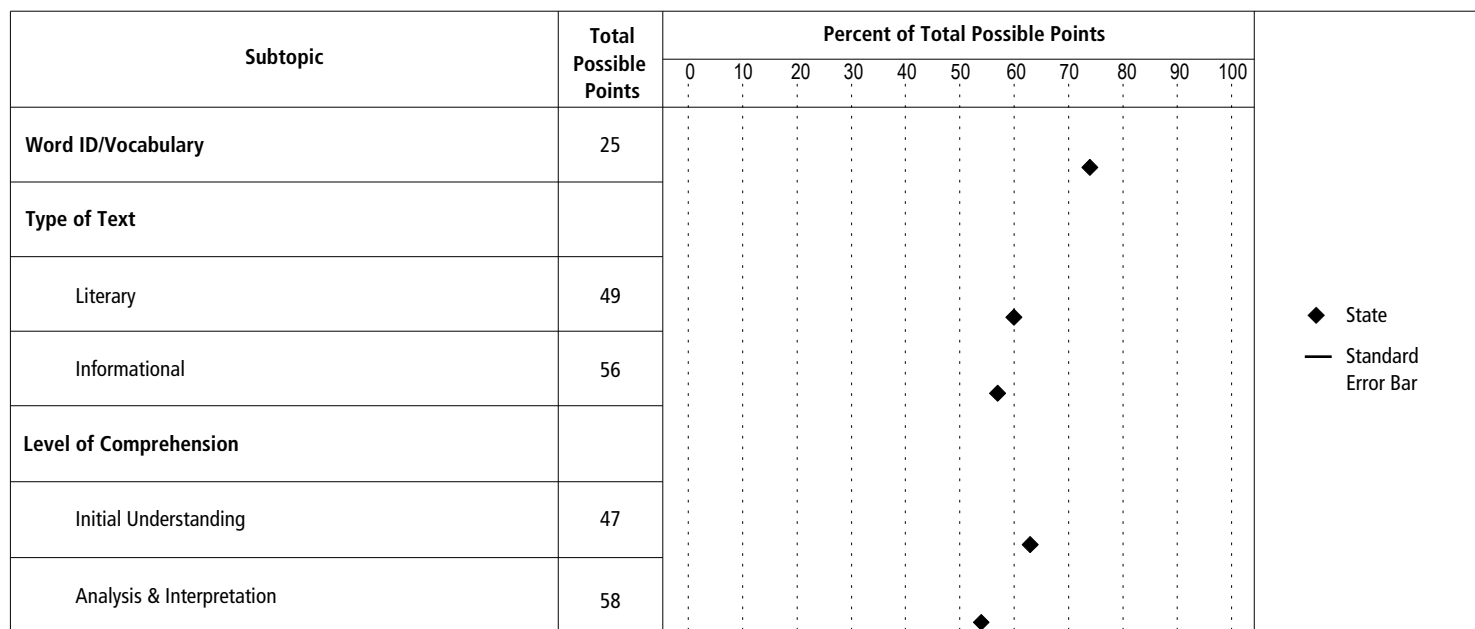
(Scaled Score 729–739)

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 700–728)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10													
2010-11													
<b>2011-12</b>													
Cumulative													
Total													
<b>District</b>													
2009-10													
2010-11													
<b>2011-12</b>													
Cumulative													
Total													
<b>State</b>													
2009-10	14,367	230	120	14,017	1,319	9	8,323	59	3,222	23	1,153	8	745
2010-11	14,420	297	110	14,013	1,475	11	7,775	55	3,382	24	1,381	10	745
<b>2011-12</b>	<b>14,129</b>	<b>244</b>	<b>96</b>	<b>13,789</b>	<b>1,815</b>	<b>13</b>	<b>7,850</b>	<b>57</b>	<b>2,870</b>	<b>21</b>	<b>1,254</b>	<b>9</b>	<b>746</b>
Cumulative													
Total	42,916	771	326	41,819	4,609	11	23,948	57	9,474	23	3,788	9	745





# Fall 2011 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2011-2012

### Disaggregated Reading Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14,129	244	96	13,789	1,815	13	7,850	57	2,870	21	1,254	9	746												
Gender																									
Male	7,329	151	58	7,120	584	8	4,061	57	1,655	23	820	12	744												
Female	6,800	93	38	6,669	1,231	18	3,789	57	1,215	18	434	7	749												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	188	2	2	184	15	8	105	57	44	24	20	11	744												
Not Hispanic or Latino																									
American Indian or Alaskan Native	123	3	2	118	6	5	63	53	37	31	12	10	742												
Asian	209	4	5	200	44	22	102	51	46	23	8	4	750												
Black or African American	398	10	10	378	26	7	169	45	94	25	89	24	740												
Native Hawaiian or Pacific Islander	11	0	0	11	0	0	8	73	2	18	1	9	746												
White	13,034	222	77	12,735	1,706	13	7,305	57	2,615	21	1,109	9	746												
Two or more races	166	3	0	163	18	11	98	60	32	20	15	9	745												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	374	15	16	343	11	3	132	38	104	30	96	28	737												
Former LEP student - monitoring year 1	37	0	0	37	9	24	27	73	1	3	0	0	754												
Former LEP student - monitoring year 2	24	0	0	24	5	21	19	79	0	0	0	0	757												
All Other Students	13,694	229	80	13,385	1,790	13	7,672	57	2,765	21	1,158	9	746												
IEP																									
Students with an IEP	2,463	225	48	2,190	21	1	520	24	842	38	807	37	732												
All Other Students	11,666	19	48	11,599	1,794	15	7,330	63	2,028	17	447	4	749												
SES																									
Economically Disadvantaged Students	6,490	165	74	6,251	356	6	3,258	52	1,729	28	908	15	742												
All Other Students	7,639	79	22	7,538	1,459	19	4,592	61	1,141	15	346	5	750												
Migrant																									
Migrant Students	6	1	0	5																					
All Other Students	14,123	243	96	13,784	1,814	13	7,849	57	2,868	21	1,253	9	746												
Title I																									
Students Receiving Title I Services	1,990	26	7	1,957	96	5	836	43	742	38	283	14	740												
All Other Students	12,139	218	89	11,832	1,719	15	7,014	59	2,128	18	971	8	747												
504 Plan																									
Students with a 504 Plan	392	3	2	387	27	7	229	59	100	26	31	8	744												
All Other Students	13,737	241	94	13,402	1,788	13	7,621	57	2,770	21	1,223	9	746												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2011-2012

# Mathematics Results

State: Maine

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 752–780)

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 740–751)

### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

(Scaled Score 734–739)

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 700–733)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10													
2010-11													
<b>2011-12</b>													
Cumulative Total													
<b>District</b>													
2009-10													
2010-11													
<b>2011-12</b>													
Cumulative Total													
<b>State</b>													
2009-10	14,367	212	116	14,039	2,603	19	5,725	41	2,822	20	2,889	21	742
2010-11	14,420	247	129	14,044	2,310	16	5,892	42	2,990	21	2,852	20	742
<b>2011-12</b>	<b>14,129</b>	<b>218</b>	<b>91</b>	<b>13,820</b>	<b>2,869</b>	<b>21</b>	<b>5,502</b>	<b>40</b>	<b>2,670</b>	<b>19</b>	<b>2,779</b>	<b>20</b>	<b>743</b>
Cumulative Total	42,916	677	336	41,903	7,782	19	17,119	41	8,482	20	8,520	20	742

Subtopic	Total Possible Points	Percent of Total Possible Points											
		0	10	20	30	40	50	60	70	80	90	100	
Numbers & Operations	49					◆							◆ State — Standard Error Bar
Geometry & Measurement	40					◆							
Functions & Algebra	49						◆						
Data, Statistics, & Probability	24					◆							



# Fall 2011 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2011-2012

# Disaggregated Mathematics Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14,129	218	91	13,820	2,869	21	5,502	40	2,670	19	2,779	20	743												
Gender																									
Male	7,329	133	58	7,138	1,527	21	2,833	40	1,353	19	1,425	20	743												
Female	6,800	85	33	6,682	1,342	20	2,669	40	1,317	20	1,354	20	742												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	188	1	1	186	29	16	67	36	45	24	45	24	740												
Not Hispanic or Latino																									
American Indian or Alaskan Native	123	2	4	117	8	7	47	40	30	26	32	27	738												
Asian	209	2	2	205	58	28	75	37	33	16	39	19	745												
Black or African American	398	2	6	390	27	7	103	26	85	22	175	45	734												
Native Hawaiian or Pacific Islander	11	0	0	11	5	45	2	18	1	9	3	27	748												
White	13,034	207	78	12,749	2,707	21	5,151	40	2,441	19	2,450	19	743												
Two or more races	166	4	0	162	35	22	57	35	35	22	35	22	742												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	374	4	6	364	13	4	92	25	78	21	181	50	733												
Former LEP student - monitoring year 1	37	0	0	37	9	24	23	62	4	11	1	3	747												
Former LEP student - monitoring year 2	24	0	0	24	12	50	9	38	3	13	0	0	751												
All Other Students	13,694	214	85	13,395	2,835	21	5,378	40	2,585	19	2,597	19	743												
IEP																									
Students with an IEP	2,463	209	53	2,201	60	3	390	18	429	19	1,322	60	731												
All Other Students	11,666	9	38	11,619	2,809	24	5,112	44	2,241	19	1,457	13	745												
SES																									
Economically Disadvantaged Students	6,490	147	70	6,273	651	10	2,268	36	1,507	24	1,847	29	739												
All Other Students	7,639	71	21	7,547	2,218	29	3,234	43	1,163	15	932	12	746												
Migrant																									
Migrant Students	6	0	0	6																					
All Other Students	14,123	218	91	13,814	2,868	21	5,500	40	2,668	19	2,778	20	743												
Title I																									
Students Receiving Title I Services	1,990	21	6	1,963	104	5	550	28	591	30	718	37	737												
All Other Students	12,139	197	85	11,857	2,765	23	4,952	42	2,079	18	2,061	17	744												
504 Plan																									
Students with a 504 Plan	392	2	2	388	63	16	146	38	87	22	92	24	741												
All Other Students	13,737	216	89	13,432	2,806	21	5,356	40	2,583	19	2,687	20	743												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.